

Version

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RED DEER CATHOLIC REGIONAL SCHOOLS

Learning Services



**Red Deer Catholic
Regional Schools**

Digital Fluency Handbook 2012

LEARNING SERVICES

Digital Fluency Handbook 2012

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Digital Fluency

Why is digital fluency important?

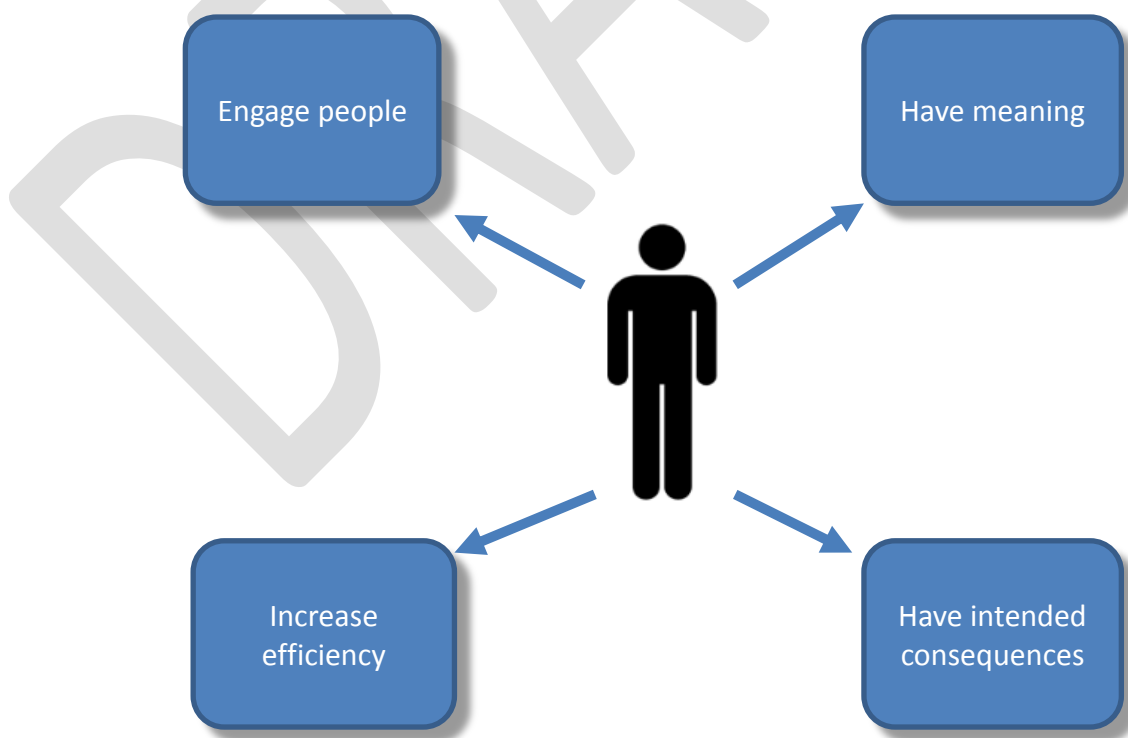
Digital fluency enables us to use technology to achieve a desired outcome. It includes being able to choose the right technology for a particular situation.

Individuals or organizations that are not digitally fluent, have a tendency to use new technologies to reinforce old strategies and achieve outdated or old goals.

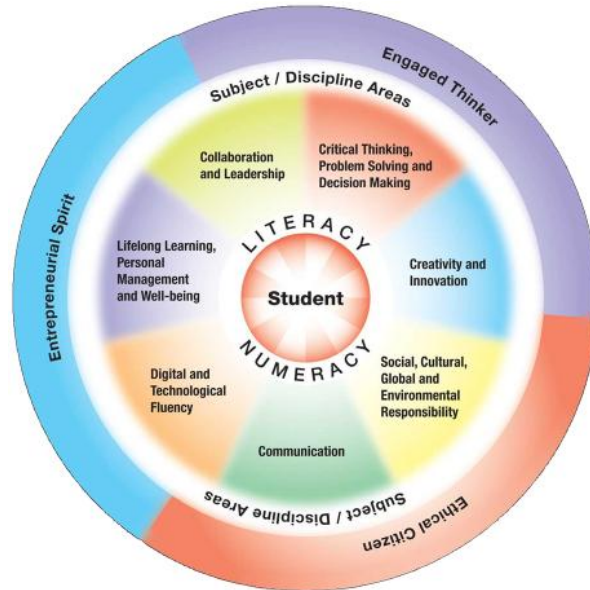
What would our world be like without digital fluency? Follow the link below to find out.

<http://www.youtube.com/watch?v=47rQkTPWW2I>

If we do not practice good digital fluency, then we are not making the best use of the technologies available to us. If we are digitally fluent, then technology should:



Digital fluency is also one of the key competencies in the new Framework for Student Learning. This framework provides the foundation and direction for the development of future programs of study, assessment and resources in Alberta.



What is digital fluency?

Digital fluency is the ability to choose the appropriate piece of technology for a particular situation in order to achieve the desired outcome.

This applies to our ability to use a hammer, nails and wood to build the house that we intend to build.

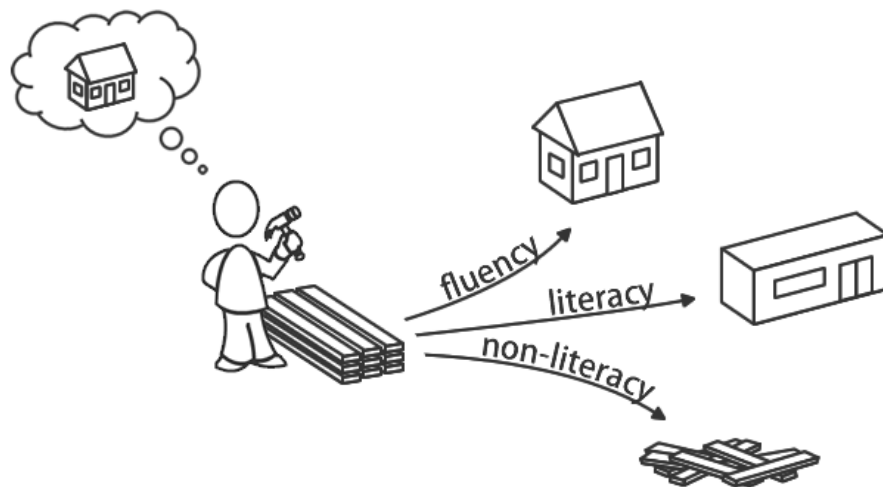


Figure: christian. (Author). (2011). *The difference between digital literacy and digital fluency*. Retrieved from <http://www.socialens.com/blog/2011/02/05/the-difference-between-digital-literacy-and-digital-fluency/>

The digitally fluent person knows **when** to use the tools, knows **why** to use the tools and the product is more likely to address the **desired outcome** or goal.

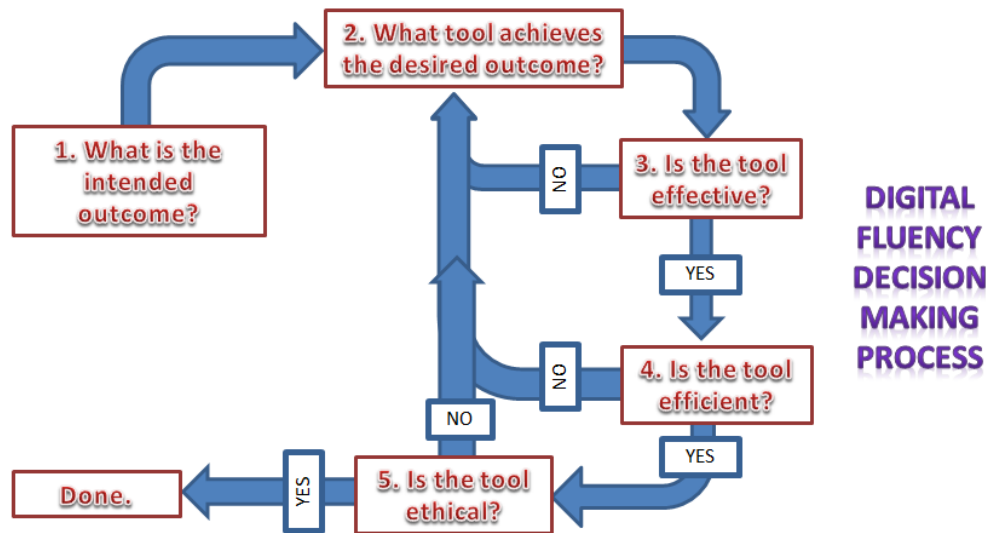
Digital fluency means using digital information **effectively, efficiently** and **ethically**.

Strategies for incorporating digital fluency

There are a variety of ways to incorporate digital fluency into education. In fact, there are too many to list. However, by following some strategies, it is easy to evaluate how effectively a technology tool can be used to address a specific need.

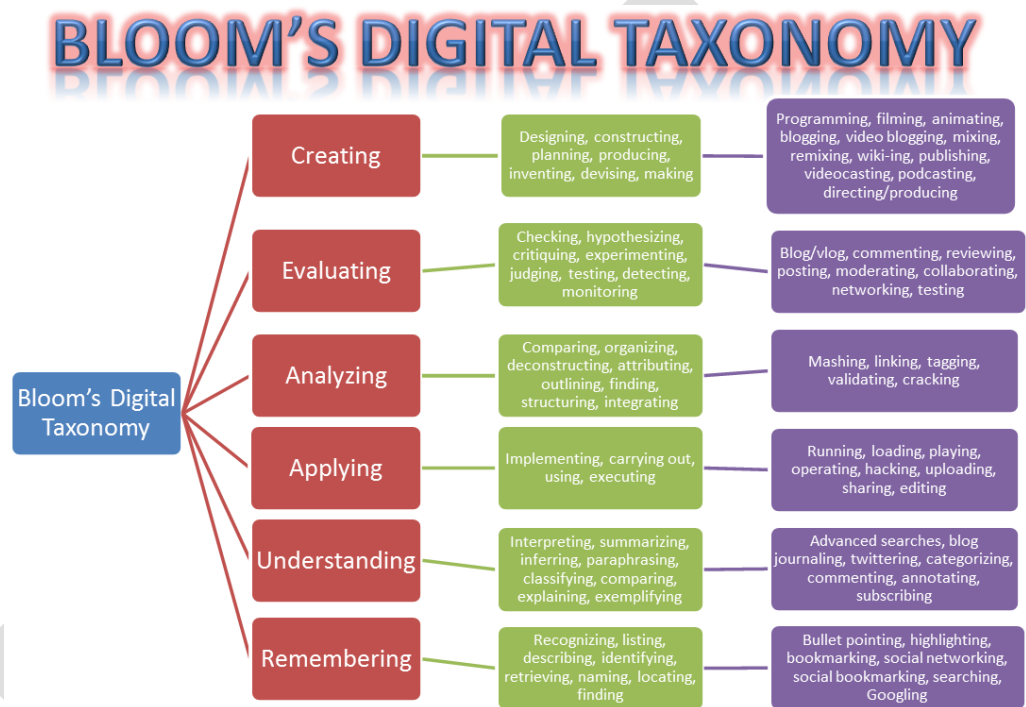
1. First and foremost, a need has to be identified. What is the intended outcome or product?
2. What are the tools that can be used to achieve the desired outcome or product?
3. Find the tool or tools that achieve the desired outcome or product in the most effective, efficient and ethical manner. If a particular tool achieves a high level of engagement, it can reduce the need for efficiency.
4. Once a particular tool has been decided upon, the question of effectiveness and ethics should be evaluated to ensure the tool is appropriate.

The following graphic can help when determining if a particular technology tool is the best one to achieve the desired outcome or goal.



Bloom's Digital Taxonomy

The goal of an educator is to provide students with the best possible opportunity to succeed. Bloom's taxonomy identifies the different levels of thinking and cognition with the goal of reaching higher order thinking skills. Andrew Church adopted Bloom's taxonomy to help educators understand how technology tools can facilitate learning. The diagram below provides some examples of how technology can be used to address these different levels of thinking.



In summary, by incorporating what we know about Bloom's taxonomy and digital fluency, we ensure that students competently, ethically, creatively, and effectively use technology to collect information, communicate ideas, and enhance learning through collaboration, problem solving and decision making.

Digital Citizenship

According to the International Society for Technology in Education (ISTE), digital citizenship means that...

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- *advocate and practice safe, legal, and responsible use of information and technology.*
- *exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.*
- *demonstrate personal responsibility for lifelong learning.*
- *exhibit leadership for digital citizenship.*

In an increasing globalization of information, it is more important than ever for students and educators to practice good digital citizenship. To this end, Red Deer Catholic Regional Schools has formed a digital citizenship committee whose goals are to:

1. Define digital citizenship for Red Deer Catholic.
2. Use, evaluate and recommend materials for teachers to use with their students.
3. Use, evaluate and recommend materials for parent information.
4. Create teacher professional development material to help educate the need for digital citizenship.
5. Find the curricular links to support digital citizenship.
6. Look at the most recent technology standards and how they apply to digital citizenship.
7. Look at what students voiced in the focus groups in May-June 2010.
8. Look at our Acceptable Use agreement for students.
9. Create a plan to share our findings with administrators.

For information and resources related to the work done by the Red Deer Regional Schools Digital Citizenship team, go to:

<http://digitalcitizenrdcrd.wikispaces.com/>

The following sections provide information and support on how to use specific technology tools to engage students, increase efficiency, address specific outcomes/goals, and to communicate ideas.

Teacher Websites

Teachers that maintain their own website experience a number of benefits:

- Increased communication with parents and students

- Reduce the number of parent phone calls and notes
- Parents/students have “anywhere-anytime” access to assignments and homework
- Helps students take responsibility for their own work
- Engage students outside of class
- Students/parents do not have an excuse for not knowing what is happening in class.
- Celebrate activities and successes
- Eliminate the need for extra handouts

Not all parents and/or students will be accessing your website daily, weekly or even monthly. However, the better maintained it is and the more information provided will increase the traffic to your website and provide opportunities for success for students. A well-maintained teacher website can dramatically increase student success and eliminate stress due to negative parent-teacher or student-teacher relationships.

What information should be included?

Keeping in mind Freedom of Information and Protection of Privacy (FOIP), the more information you can provide on your website the better. For starters, the following items are considered essential to include on your website:

- Information about you (the teacher)
- Regular updates about what is happening in your class(es)
- Important dates/events
- Homework

The following information is not necessarily essential, but go a long ways to enhancing communication with parents and students and providing opportunities for student success.

- Downloadable assignments and/or handouts
- Daily homework

- Course outlines
- Exam/major assignment due dates
- Resources
- Practice/review materials
- Support materials and/or resources

***TIP:** Having some of your students take responsibility for putting materials and information onto your website can free up some of the time the teacher dedicates to maintaining his or her website.*

Your website should be easy to maintain and not require too much effort or time on your part aside from the initial setup. There are a variety of programs and tools available to teachers that make populating and updating a website quick and easy. For example, by embedding a Google calendar into your website will allow you to update it via a mobile device or computer without actually accessing your website.



When placing downloadable documents onto your website, it is a good idea to have them in PDF format. This will ensure that the file size is relatively small, anyone with Adobe Reader (Free) can open and view the document, and will prevent someone from making unwanted changes or edits to the document.

How to Create a Website in FirstClass

The following tutorial will explain how to create a teacher website using FirstClass.

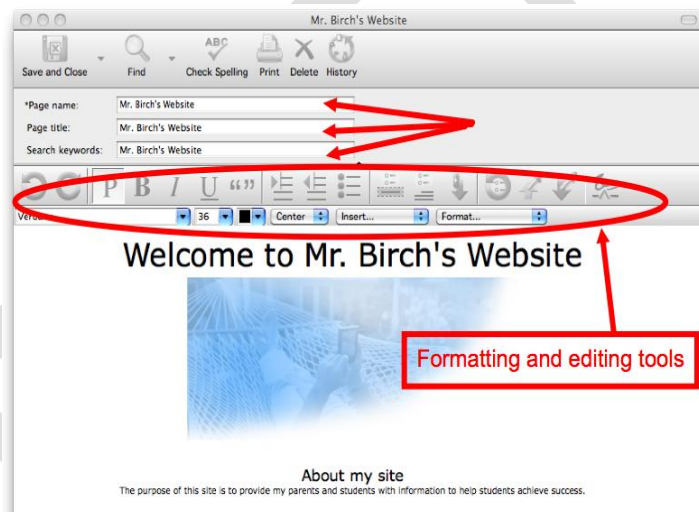
To Begin

1. Login to First Class and open **Web Publishing** on your desktop.

Choose a design and add a welcome page

1. Click on the **Appearance** icon at the top of the window.

- a. Choose an appearance template you would like to use. Do not worry about colour scheme as this can be changed later. Your main concern should be how you want the layout to look.
 - b. When finished choosing a template, click **OK**.
2. Click on the **New Web Page** icon at the top of the page.
 - a. Your first page should be the **Welcome** page. Choose this template.
 - b. Click **OK**.
3. Edit your page just as you would a Word document. Change the title and add a short description.



- a. Click the **Save and Close** icon when you are finished. Sometimes, the window will not close when you click on this. Don't worry, it should still be saved.

Adding more pages

1. To add more pages, click on **Web Publishing** at the top-left of your window. Then click on the **New Web Page** icon at the top of the window.
 - a. For this exercise, we will look at adding a folder for one of your classes. Click on the **Blank Page** template.
 - b. Change the name and title of the page to match the class this page will be for (ie. Math 9, Science 9, etc)

- c. Add a heading or title to the page just as you would a Word document.
 - a. To assist with the next part, add a heading somewhere for assignments.

Adding downloadable files

1. To add files that can be downloaded (ie. PDFs, Word documents, SMART Notebook Lessons, etc.), it is as simple as clicking and dragging the file to the window.
 - a. Something to keep in mind is that not all parents/students have Microsoft Word at home. Almost none of them have SMART Notebook at home. The best solution for this is to save a copy of your files as PDFs and put the PDF version on your website.

Adding links

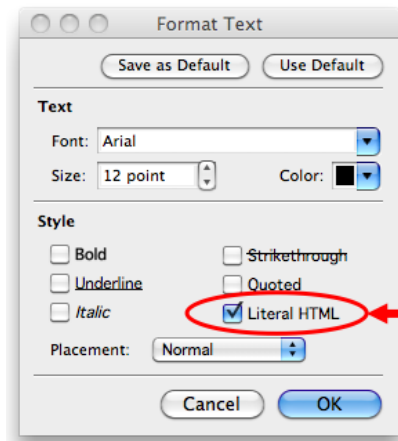
1. To add a link to your webpage, either type some text or copy and paste the URL from a website.
2. Highlight the text, and right-click on it. Choose **Make Link...** from the menu. Paste the URL into the **Target URL** box.

A good practice is to select the **Use New Window** option under **Link Options**. Click **OK**

Adding a Google Calendar to your web page

1. Login in to your Google Account.
2. Under **More...**, select **Calendar**.
3. If necessary, click on the arrow next to **My Calendars** and choose **Create New Calendar**.
4. Click on the arrow next to the calendar you want to add and choose **Share this Calendar**.
 - a. Check the **Make this calendar public** box and click **Save**.
5. Click on the arrow next to your calendar again. Choose **Calendar settings**.
 - a. In the section **Embed This Calendar**, click on **Customize the colour, size, and other options** link.
 - b. Make necessary changes to your calendar and click the **Update HTML** button.

- c. Copy ALL of the HTML code from the text box at the top of the window.
 - i. Ctrl-A to select all, then Ctrl-C to copy it.
 6. Go back to your First Class Web Publishing.
 - a. Create a blank page called Homework.
 - b. Paste the HTML code from the Google calendar into this page.
 - c. Highlight then right-click on the HTML code. Choose **Format Text**.
 - d. Click on the **Literal HTML** box in the window and click **OK**.



- e. Click the **Save and Close** icon.
 - f. To update the information on this calendar, all you need to do is add or change the item on the Google calendar. This will automatically update on your website.
 7. To view your new webpage, click on Web Publishing and then choose **View in Browser**.
 - a. Note the URL address for your webpage. This is the link you can share with your parents for your website. The format for the URL is:

`http://mail.rdcrd.ab.ca/~jdoe@rdcrd.ab.ca`

- where jdoe is the first initial and last name of the teacher

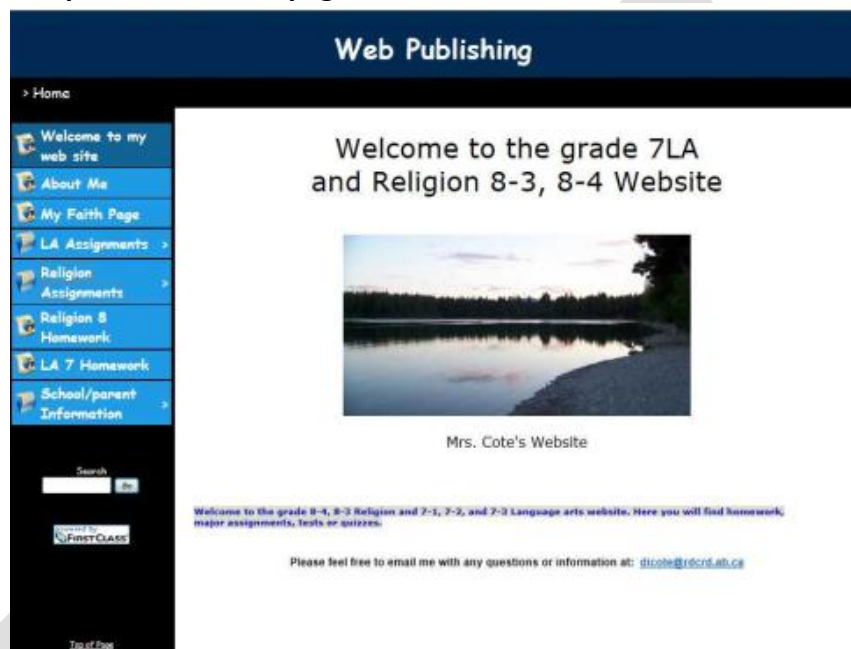
Advanced Features

1. By clicking on the drop down menu next to **Appearance** in the Web Publishing window, you can choose to edit other features of your website by choosing **Advanced Web Config...**
 - a. This will allow you to edit menu font size, page width, menu width, colours, etc.

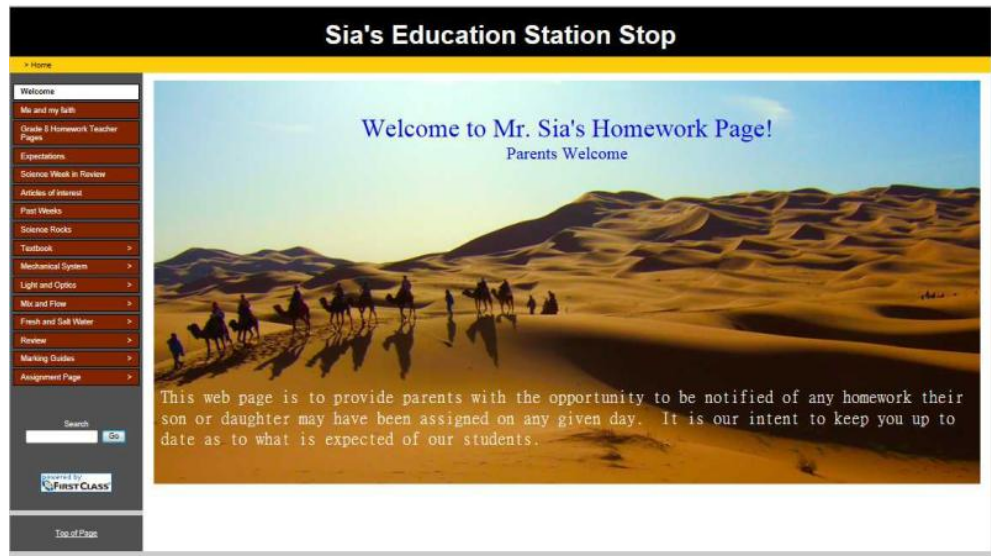
Sample Webpages

The following are sample layouts for teacher websites.

Sample teacher homepages

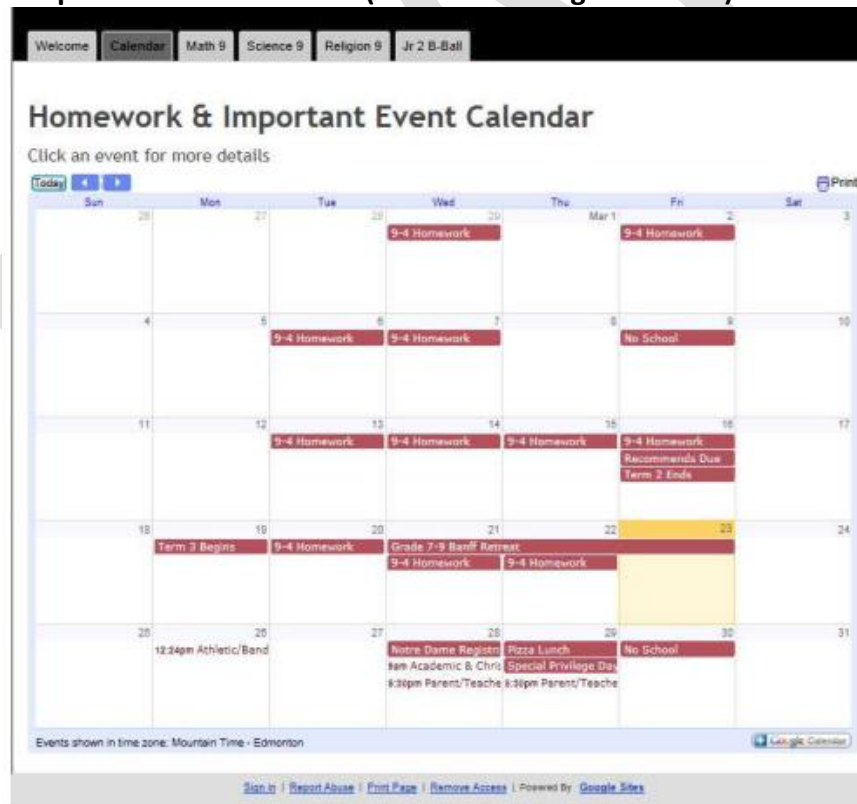


Above image used with permission from Diane Cote.



Above image used with permission from Adam Sia.

Sample homework calendar (Embedded Google calendar)



Above image used with permission from Craig Baskerville

Website Creation Tools

There are a variety of free website creation tools available online. If you use the FirstClass web publishing tool you are provided a domain name and URL within Red Deer Catholic. However, if you use another web creation tool, you might need to create a custom domain name and pay a yearly fee for the service.

Below are some free website creation tools available online:

- Weebly: www.weebly.com
- Google Sites: <https://sites.google.com/>
- Wix: www.wix.com



Google

This section will look at the availability and use of Google documents and Google calendar for the purpose of collaboration, communication and organization.

Create a Google account

To access the features mentioned below, you will need to create a free Google account. To do this:

Step 1: Go to www.google.ca.

Step 2: Click **Sign In** at the top right corner of the window.

Step 3: Click on the **create an account for free** link.

Step 4: Complete the necessary information to create your account. At this time, it is recommended that you do not use your work email for your account. I would suggest setting up a new free Gmail account for your username and email. You can enter your work email address in the **Other email address** box if you wish.

Google Documents

With your Google account, you have access to a variety of apps and tools. Within Google documents, you can create, edit and share documents, spreadsheets, presentations, and forms. Anyone familiar with Microsoft Word, Excel and/or PowerPoint will find Google documents very similar.

Note: You will notice there is no **Save** icon or option in Google documents. This is because changes are automatically saved almost immediately after they are made.

Creating a Google Document

Step 1: Login to your Google account.

Step 2: Click on **Documents** at the top of the screen.

Step 3: Click the **Create** button and choose **Document**.

This document can then be manipulated much the same way a Microsoft Word document is manipulated.

To change the name of your Google document, click on the name of the document at the top left corner and type in the new name of your document.

Sharing a Google Document

You can share a Google document in a variety of ways and with different permissions.

Step 1: Open the Google document you wish to share.

Step 2: Click on the **Share** button at the top right of the document.

Step 3: Click on the **Change...** link to change who has access to this document. By default, when you create a new document, it is kept private and is not shared with anyone else.

Step 4: Choose who you want to share the document with. You can also choose what **type** of access others have to your document:

- **Can edit:** Those with access can edit the document.
- **Can comment:** Those with access can comment about the document.
- **Can view:** Those with access can view the document but cannot edit it or comment about it.

You can also choose to share your document with specific individuals who also have a Google account. To do so:

Step 1: In the **Add people:** text box, add the email address or username of the Google account you wish to share your document with.

Step 2: Click on the **Can edit** link to set what type of access you want to give to that individual.

Creating a Google Spreadsheet or Presentation

Step 1: Login to your Google account.

Step 2: Click on **Documents** at the top of the screen.

Step 3: Click the **Create** button and choose **Spreadsheet** or **Presentation**.

Spreadsheets and presentations can be manipulated much the same way Microsoft Excel spreadsheets and PowerPoint presentations can be manipulated.

Sharing a Google Spreadsheet or Presentation

You can share a Google spreadsheet or presentation the same way you share a Google document. See instructions above on how to do this.

Google Forms

Google forms are a great way to collect and organize information.

Step 1: To create a Google Form, login to your Google account and go to Documents.

Step 2: Click on the **Create** button and choose **Form**.

Step 3: Change the name of your form and add any information that people might need to complete the form.

Step 4: By default, an item for your form is already added. You can edit that item by clicking on the appropriate fields.

Step 5: To add an item, click on the **Add item** drop down menu at the top of the screen. Choose the type of item you wish to add.

Step 6: To edit an item, click on the **pencil** icon at the right of the screen.

Step 7: To delete an item, click on the **trash can** icon at the right of the screen.

Step 8: To re-arrange the order of items, place the cursor over an item so that a “four-way” arrow appears. Then click and drag the item to where you want in the form.



Step 9: To change the theme of your form, click on the **Theme: Plain** button at the top of the screen. You will be directed to a new window where you can choose a variety of themes. When you choose a theme, a preview of it will appear. Click **Apply** at the top left corner when you decide on the theme you want.

Step 10: At any time, you can see a preview of your form by clicking on the link at the bottom of the window.

Step 11: When you are ready to share your form, click on the link at the bottom of the screen. Once it opens in a new window, copy the URL address and paste it into an email, document, etc.

***Tip:** There are a variety of “URL shorteners” available online that will shorten a URL address for you. Go to any of the following sites to shorten a URL:*

<http://qoo.gl>

<https://bitly.com>

<http://tinyurl.com>

<http://ity.im>

***Note:** When individuals complete your form, the data is sent to a spreadsheet in your Google documents. Once data has been submitted, to edit your form, you need to open the Google spreadsheet with the data then click on **Form** from toolbar and choose **Edit form**.*

Google Scripts

Google scripts will allow you to manage your data collected from a form in a variety of ways. For example, the Flubaroo script can be used to “mark” and provide assessment data and feedback from data collected by a “quiz-type” form. The following explains how to apply the Flubaroo script to data in a form.

Note: *Immediately after creating a form, complete it yourself. This will be used as the answer key by Flubaroo.*

Step 1: In Google documents, open the spreadsheet that contains the data you want to mark.

Step 2: From the **Tools** menu, choose **Script gallery...**

Step 3: In the pop-up window that appears, search for **Flubaroo**. Click **Install** to install the Flubaroo script. Once it is installed, you can close the Script Gallery window.

Step 4: In your spreadsheet, from the **Flubaroo** menu, choose **Grade Assignment**. Follow the instructions in the pop-up window. Once finished, Flubaroo will provide a grade for each individual, what questions he or she scored correct or incorrect, what percentage of people got each question correct, etc.

Note: *If you include an item in the form asking for an email address, Flubaroo will allow you to email feedback to each individual about the results of their “quiz”.*

Tips: *Instead of writing each question into a form, provide students with a paper or digital copy of a quiz then create a Google form that asks the student to check A, B, C, or D for each question. You can then replicate this form as many times as needed.*

Google Calendar

The following will show you how to create and share a Google calendar as well as embed it into a webpage. Finally, instruction will be provided on how to sync your Google calendar on your mobile devices (iPhone, iPad, etc).

For this section, a **calendar** is referring to events linked to a specific calendar. Within Google, you can have multiple calendars all viewed at the same time on the Google calendar page organized by colour code.

Creating a Google Calendar

Step 1: Login to your Google account.

Step 2: Choose **Calendar** from the top menu.

Note: If you want to embed your calendar in a webpage, be sure to check the **Make this calendar public** box.

Step 3: At the left of the screen, click on the arrow next to **My calendars** on the left of the screen. Complete the necessary information for your calendar.

You can have multiple calendars for work, school, personal, etc. Repeat Step 3 for each calendar you want to create.

Sharing a Google Calendar

The following explains how to share one of your Google calendars with someone else who has a Google account.

Step 1: Click on the arrow next to one of your calendars and choose **Share this Calendar**.

Step 2: Complete the necessary information to share your calendar with the public or with a specific person.

Embedding a Google Calendar into a Webpage

The following instructions explain how to embed a Google calendar into a web page created in First Class. If you want to embed a Google calendar into a different webpage, the process is basically the same.

Step 1: Click on the arrow next to the calendar you want to add and choose **Share this Calendar**.

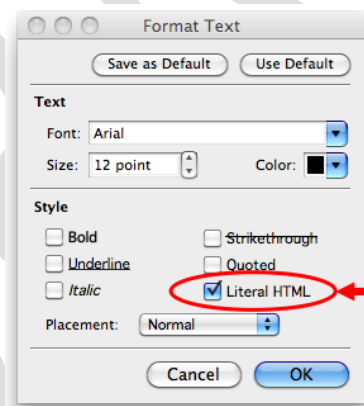
- a. Check the **Make this calendar public** box and click **Save**.

Step 2: Click on the arrow next to your calendar again. Choose **Calendar settings**.

- b. In the section **Embed This Calendar**, click on **Customize the colour, size, and other options** link.
- c. Make necessary changes to your calendar and click the **Update HTML** button.
- d. Copy ALL of the HTML code from the text box at the top of the window.
 - i. Ctrl-A to select all, then Ctrl-C to copy it.

Step 3: Login to your First Class email and go to your **Web Publishing**.

- e. Paste the HTML code from the Google calendar onto your page page.
- f. Highlight then right-click on the HTML code. Choose **Format Text...**
- g. Click on the **Literal HTML** box in the window and click **OK**.



- h. Click the **Save and Close** icon.

Note: To update the information on the calendar on your website, all you need to do is add or change the item on the Google calendar. This will automatically update the calendar on your website.

Synching Google Calendar to Mobile Devices

Step 1: On your iPad/iPhone, go to **Settings** → **Mail, Contacts, Calendars** and choose **Add Account...**

Step 2: Choose **Gmail**.

- a. Enter your name, Google email address and Google account password
 - i. If necessary, click on YES to setup without SSL.
 - ii. If a message about the IMAP server not responding appears, don't worry, just click OK.
- b. Click the **Next** button.
 - i. If a message about not receiving emails appears, don't worry, just click **Save**.
- c. Turn on Calendars (and mail if you wish to receive your Gmail email on your device)
- d. Click **Save**.

*If you have multiple Google calendars, you need to perform the next step. If you have only one Google calendar, skip step 3.

Step 3: Go to www.google.com/calendar/iphoneselect

- e. Select the calendars you wish to sync with your iPad or iPhone

Step 4: On your iPad/iPhone, open **Settings** → **Mail, Contacts, Calendars** and scroll down to and click on **Default Calendar**.

- f. Choose the calendar you wish to default to when adding events on your iPad/iPhone.

Note: *You can now edit, add or delete events on your Google calendar(s) from your iPad or iPhone and these changes will appear on all devices synched to your Google calendar.*

Important: *If you have multiple calendars, ensure you select the correct calendar when adding new events.*

iPads

In recent years, there has been an increasing awareness and use of iPads in education. The ability to personalize the iPad, access to a variety of applications, and the mobility of the device make them an excellent educational tool.

Wifi Connection

To connect your iPad to the division/school wireless (RDCRSSTAFF), the following information needs to be submitted to your school's IT Request folder:

Staff Member's First and Last Name

Mac/Wifi Address of iPad (Found in **Settings** → **General** → **About**)

Students should not be allowed to connect to the staff wireless. If students are using an iPad, either the Wireless connection should be turned off or the device should be connected to the WSTUDENT network. Student's will then need to login using their computer login and password.

Startup Apps (Suggested)

The following are a list of apps that are suggested as good startup apps.

FirstClass (FREE)

- Email app

- Allows you to access your First Class account without going through the web-login

Dropbox (FREE)

- A cloud storage app
- This app can also be installed on your computer and will allow you to access files from any device or computer through the Dropbox app or web page.

ShowMe (FREE)

- Whiteboard lesson creation tool
- Access to a variety of lessons created by other educators

Scan (FREE)

- QR Code scanner for the iPad

Hootsuite (FREE)

- A Twitter application
- Allows you to save Twitter hashtags and feeds

Quickoffice HD (\$19.99)

- Allows you to open, edit and save Microsoft Office documents (Word, PowerPoint, Excel)
- Works with Dropbox and Google Documents

Planbook Touch (\$9.99)

- Lesson plan organizer and application
- Customize your schedule to repeat (2- 6 day rotations)
- Features allow you to “bump” lessons and copy lessons from one year to the next.
- Mac version available for \$35 that will synch through Dropbox with the iPad app.

App Resources

There are a variety of resources available for finding specific apps or information about the iPad and new apps. Apple's own website (www.apple.ca) is a great resource. The following are some additional websites that you might find useful:

<http://appadvice.com>

<http://www.padgadget.com>

<http://ipadinsight.com>

<http://www.theipadfan.com>

<http://appsineducation.blogspot.ca/>

Twitter can also be a great resource to learn about new apps and when apps go on sale. Some hashtags you might find useful following are:

#ipadapps

#edapps

Finally, staff members within Red Deer Catholic contribute to a wiki for sharing iPad apps and resources. The URL for the wiki is:

www.ipadappsrdcrd.wikispaces.com

Accessibility Resources

The iPad has a number of built-in accessibility features. These include:

- VoiceOver
- Zoom
- Large Text
- White on Black (versus Black on White)
- Speak Selection
- Speak Auto-text

- AssistiveTouch

These features can be accessed via **Settings → General → Accessibility**. The most commonly used feature is the Speak Selection which allows the user to select some text and have the iPad speak it. For the visually impaired, the Large Text and Zoom features also come in handy. Finally, for those who have difficulty with fine motor skills, the AssistiveTouch feature allows you to create custom motions for the iPad.

To learn more about the accessibility features of the iPad, go to:

<http://www.apple.com/education/special-education/>

Web 2.0 Tools

Below is an explanation of what Web 2.0 is and how it applies to education. A list of useful Web 2.0 tools are also provided as well as some resources for finding Web 2.0 tools.

Web 2.0 refers to the ability of users to interact and collaborate with each other in an online environment as creators. In a sense, Web 2.0 refers to the two-way movement of information on the Internet. In the past, the Internet was basically Web 1.0. Content was provided by website developers and businesses and did not allow for user interaction, collaboration or input. Web 1.0 follows an encyclopedia model while Web 2.0 follows a wiki model (hence, Wikipedia).

Web 2.0 tools are effective educational tools because they allow students to move past the Internet being simply a resource for information. Web 2.0 tools allow students to collaborate, create and share ideas and information. Probably the most powerful and popular Web 2.0 tool available right now is Google (See **Google** section of this document).

The following websites provide a list of Web 2.0 tools for educators:

<http://cooltoolsforschools.wikispaces.com/>

<http://edudemic.com/2010/07/the-35-best-web-2-0-classroom-tools-chosen-by-you/>

<http://www.2learn.ca/web2/>



Twitter

www.twitter.com

Twitter is an online social networking service that allows users to send and read text messages of up to 140 characters. It was originally created in March 2006 by Jack Dorsey.

Twitter is an effective tool for sharing resources and ideas. Due to the nature of Twitter, information must be quick and to-the-point. This allows users to look for resources efficiently. Messages (tweets) are limited to 140 characters or less and are referred to as tweets.

When you create a Twitter account, you have the ability to follow other Twitter accounts and other Twitter members have the ability to follow you. If you follow a Twitter account, you will see all tweets posted by that account on your home feed (much like Facebook) and vice versa.

Hashtags

Hashtags are words or phrases with the prefix symbol #. They are used in Twitter messages to allow a person to search for specific topics. For example, a message that includes the hashtag **#ipadapps** will allow anyone following or searching this hashtag to view the tweet. If you do not include any hashtags in your tweet, then, the only people who can view that particular tweet are your followers.

Example Tweet:

New Apple TV user interface is icon-based. Less menus. Interface is apparently slick! **#rdcrd #techcoach**

The above tweet can be seen by anyone following the user that sent the tweet as well as anyone following or searching the hashtags **#rdcrd** or **#techcoach**.

Educational hashtags:

#edchat – Education related chat

#edapps – educational applications

#ipadapps – iPad apps

#spedchat – special education

#edtech – technology in education

#ntchat – new teachers

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Subject Specific hashtags:

#mathchat - Mathematics

#eltchat – English Language Teacher

#scichat - Science

#sschat – Social Studies Chat

#engchat – English

#reteacher – Religious Education


#artsed - Arts

#physicsed - Physics

#musedchat - Music

When tweeting about live events you are attending (speakers, conferences, etc), it is a good idea to use hashtags. Most conferences will have a hashtag that participants and followers will use. There is no special way to create a new hashtag. All you need to do is type it into your tweet. When attending a conference or session, a recommended hashtag is usually communicated and shared with participants to use.

ReTweeting

ReTweeting is a way to share a tweet by another user with those following you. If you see a tweet that you think those following you might find useful, just retweet it. This is usually done by clicking on the **ReTweet**  symbol.

Example ReTweet:

RT @rybirc: New Apple TV user interface is icon-based. Less menus.
Interface is apparently slick! #rdcrd #techcoach

Since the above tweet begins with “RT”, it has been retweeted and is not the original tweet. The @rybirc indicates the Twitter user that sent the original tweet.

The “@” symbol followed by a username is used to mention or reply to other users.

Apps

You can use Twitter by simply going to www.twitter.com and creating an account. Then, sign in at www.twitter.com. There are a variety of applications available for mobile devices that allow you to monitor your Twitter account and follow other accounts. Some iPad/iPhone applications include:

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Twitter

TweetDeck

HootSuite

Twitpic

LearnAlberta

LearnAlberta is an online resource maintained by the Government of Alberta.. It provides a variety of curricular resources ranging from text to video to interactive simulations. It is free to all educational staff and students in Alberta.

Accounts and Log In

The URL address for the LearnAlberta site is:

www.learnalberta.ca

Some of the resources on the site can be accessed without a login. However, to gain full access to all the resources on the site, you need to login with your own account or the username and password for your school jurisdiction. Ask your school technology coach or learning coach where to find the school jurisdiction username and password.

Note: *When accessing the LearnAlberta site from within your school, it is usually not necessary to sign in as this is normally automatically done.*

As a teacher, you can create your own LearnAlberta account. To do this, go to www.learnalberta.ca and click on **Get an Account** at the top right of the window. You will need your jurisdictional username and password as well as your teacher certification number. If you are new to the teaching profession, you might be asked to contact Alberta Education if your certification number does not work.

Students can also create their own LearnAlberta account in the same way. Students will need the jurisdiction username and password but do not need a certification number.

Accessing and Searching Resources

There are three basic methods of searching for resources on the LearnAlberta site.

The **first** method is to type in a keyword(s) on the home page and click search. This will give you a list of resources related to that keyword(s) regardless of grade level or subject area.

The **second**, and usually preferred method, is to search by Program of Study. To do this, click on the **Programs of Study** tab at the top of the window. Follow the steps to narrow your search to a specific outcome in a particular program of study. Once you have clicked on the program of study you are interested in, scroll through the outcomes. Outcomes that have a resource associated with them will have a symbol next to them and will highlight when you move the mouse over the symbol.

The **third** method is to click on the **Resource Search** tab at the top of the window and choose the subject area, grade, audience, language, media format and/or learning resource type. This is a good search method if you want to find all the simulations for a particular subject area.

Resources will be listed in alphabetical order and will provide a variety of information including description, grade, subject and media format.

My Workspace

The **My Workspace** feature in LearnAlberta allows teachers to save resources to their account. This eliminates the need to search for the resource each and every time you want to access it. It also allows the teacher to create a weblink page for sharing resources with students.

After you have searched for resources, next to each of the resources listed will be an option to **Save to My Workspace**.

Note: *You must be logged into your teacher account on LearnAlberta.ca to use this feature. It will not work if you are logged in with the jurisdiction username and password.*

By clicking on the **My Workspace** tab at the top of the window, you can access your saved resources and organize them into folders. When you click on the **Details** link for a folder, you also have the option to **Save as Web Link**. This will

create a page of all of the resources in this folder with a link and description for each resource.

Edmodo

Edmodo is a free educational tool that can be used by teachers as a classroom communication and collaboration tool. Think of Edmodo as Facebook for schools except it provides a level of security and privacy necessary to be used in schools.

Getting Started – Teacher Sign Up

Creating a teacher account on Edmodo is simple. Visit Edmodo.com and select the “I’m a Teacher” button to create your free account. After filling out the registration form you will receive a confirmation email, along with the next steps for setting up your Edmodo account.



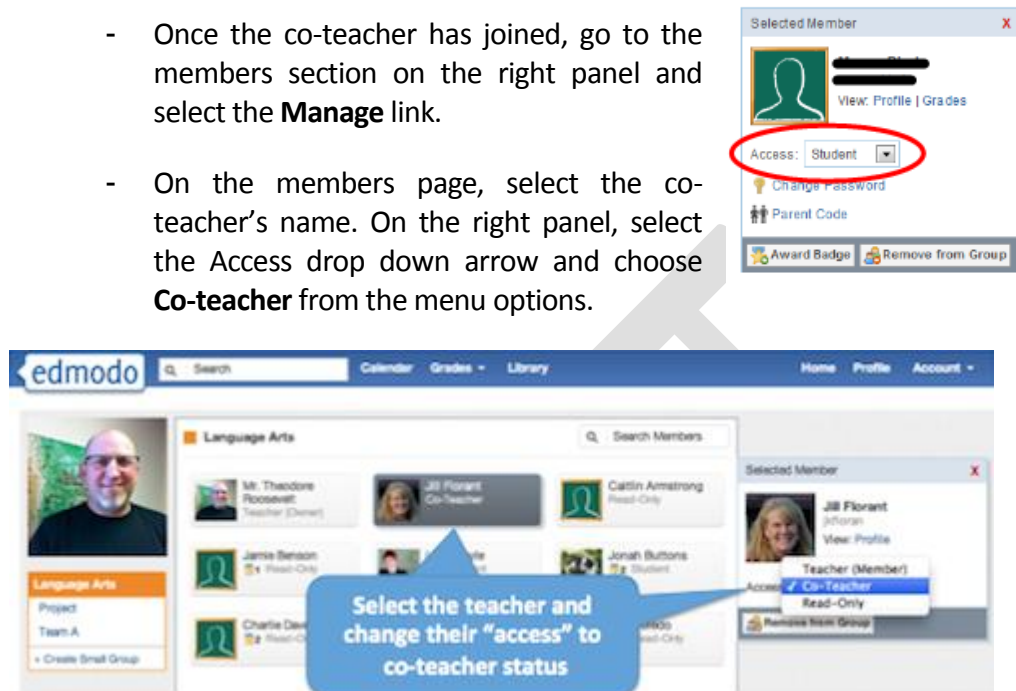
To create a group (class) on your Edmodo account, click on **Create** at the left side of the screen. Fill in the information for the group you are creating and click **Create**. A new window will appear with the code to have other people join the group.

It is a good practice to lock or reset your group’s code after all students have joined so that no additional users can use this code to gain access.

Co-Teachers

A teacher can also share an Edmodo group with another teacher by giving them co-teacher access. To do this:

- Invite the co-teacher to the group with the same 6-digit code used to invite students.
- Once the co-teacher has joined, go to the members section on the right panel and select the **Manage** link.
- On the members page, select the co-teacher's name. On the right panel, select the Access drop down arrow and choose **Co-teacher** from the menu options.



Student Sign Up

Before a student can create an Edmodo account, they will need a 6-digit group code from their teacher. When the teacher creates a group (class), a code is generated that needs to be shared with anyone you want to join that group. This code can be accessed by clicking on the group on your Edmodo home page. You can also reset the code for a group by clicking on **Group Settings** when you go into that group from your home page.

Once the student has the group code, they can easily create their own account by visiting Edmodo.com and selecting **"I'm a Student"**.

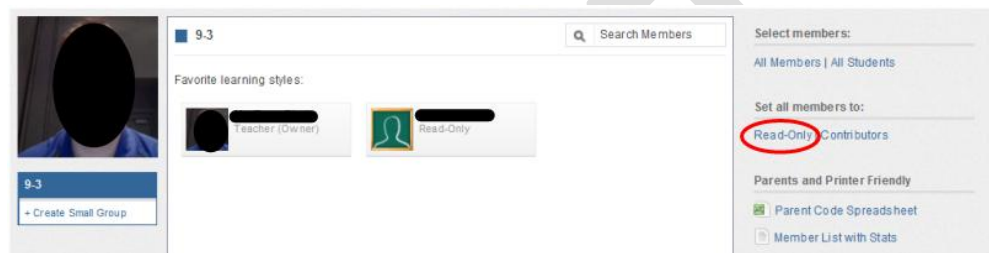


If a student already has an Edmodo account, her or she can join your group by logging in, clicking the **Join** link on the left panel, and entering the 6-digit group code.

Read Only Status

Teachers have the option to place their group members in “read-only” status. This means that a group member can read posts within the group but they cannot post a message to the entire group. When in read-only status, the group member can still send direct messages to the teacher/group owner.

To put a group member in read-only status, select the **Manage** link from the right panel. On the right panel of the Manage page you will see the option to set all members to read-only status. If you want to place only select group members in read-only status, select the group member and on the right panel and change the **Access** drop down menu to **Read-only**.

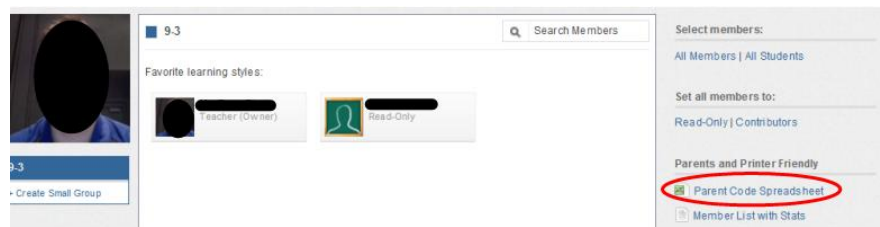


Parent Sign Up

The sign up process for parents is similar to the student sign up with one additional security measure – each parent will need their own unique parent code to register. This is to ensure that parents can only interact with the teacher and their own student/child.

To retrieve parent codes:

- Select the group you wish to get codes for.
- Select the **Manage** option from the members section at the right of the window.
- On the right-hand panel of the manage members page, you will see the **Parent Code Spreadsheet**. Select this to download the Excel spreadsheet of all parent codes.



For parents to create an account, they should go to Edmodo.com and select the **Parent Sign Up** link below the teacher and student sign up buttons. They then need to complete the registration form which includes the unique parent code you shared with them and a valid email address.



Parents can view direct messages between their student and his/her teacher's messages. Parents can add multiple students to their Edmodo account by clicking the **Add** button on the left panel in the Student section.

Within the calendar, a parent can see all of their child's events, due dates, and assignments. They can filter to see a single child's calendar by selecting the child's name from the drop down menu located at the top right corner of the calendar.

From the **Settings** page, parents can also sign up for email or text notifications that will alert them to any assignments, direct messages or alerts from teachers.

Account Settings

By going to your account settings, you can manage your account and the information associated with it. You can also link your cell phone to the account to receive text messages regarding alerts, notes, direct messages, replies, new group members, and/or group join requests.

RSS Feeds

RSS is a web feed format used to publish frequently updated works—such as blog entries, news headlines, audio, and video—in a standardized format.

Teachers can add an RSS feed to any of their groups. This could be an RSS feed from a blog or sites such as YouTube or Flickr and will allow you to automatically post video, photos or content to a group.

For more detailed information regarding how to use Edmodo, click on the link below:

www.edmodo.com/guide/

SMART Technologies

The following section explains basic functions of the SMART Board, troubleshooting tips, and some basics of the SMART Notebook software.

SMART Boards

The SMART Board in the most basic sense is an interactive whiteboard. In a more advanced sense, think of it as an educational technology tool and window to the world outside your classroom.

MYTHS:

- A SMART Board is an expensive tool for providing notes.
- A SMART Board is only for teacher use.
- A SMART Board is simply a white surface to project something onto.

TRUTHS:

- A SMART Board is an interactive educational tool.
- A SMART Board addresses multiple modes of learning.
- A SMART Board increases teacher efficiency.
- A SMART Board engages students and enhances learning.

SMART Boards are a relatively new technology. Teachers should not use this new technology to achieve old strategies or goals. Instead, teachers should use the SMART Board to effectively address curricular outcomes in an engaging and interactive manner.

Turning on the SMART Board

The SMART Board is powered by the computer. Thus, by turning on the computer the teacher is also turning on the SMART Board connected to that computer. The next step is to turn on the projector. This is so that the teacher can see the image from the computer screen on the SMART Board. The SMART Board is always on when the computer is on regardless if the projector is turned on as well.

Note: When the SMART Board is on, a “green” light should appear at the front-right side of the board. If a red light appears, go to the **Troubleshooting** section of this document.

Orienting the SMART Board

By orienting the SMART Board, you are calibrating it so that where you touch the SMART Board screen will accurately reflect what is being shown. There are two methods to orient the SMART Board.

Method 1 (Quick Orientation)



Step 1: Press and hold the **keyboard** and **right mouse** buttons simultaneously on the front of the SMART Board until the orientation screen appears.

Step 2: Begin the orientation process by pressing your finger or SMART pen firmly on the center of each cross in the order they appear starting in the top-left corner. You can also press-and-drag to the center of each cross instead of trying to just press the center of each cross.

When finished, the orientation screen will disappear and your computer screen will reappear on the SMART Board.

Method 2 (Control Panel Orientation)

Step 1: Open the SMART Technologies **Control Panel** through the Windows Start menu, SMART Tools menu, or Notebook Welcome Center window.

- You can also open the orientation window directly from the **Notebook Welcome Center** window.

Step 2: Click on **Orient/Align the SMART Product**.

Step 3: Begin the orientation process by pressing your finger or SMART pen firmly on the center of each cross in the order they appear starting in the top-left corner. You can also press-and-drag to the center of each cross instead of trying to just press the center of each cross.

Troubleshooting

In some cases, the “green” light will remain “red” on the front of the SMART Board. In this case, the SMART Board is not interactive. The following are possible solutions to correct this problem.

Solution 1: Reboot the computer that is connected to the SMART Board. Sometimes it is enough to just log out then log in the computer again.

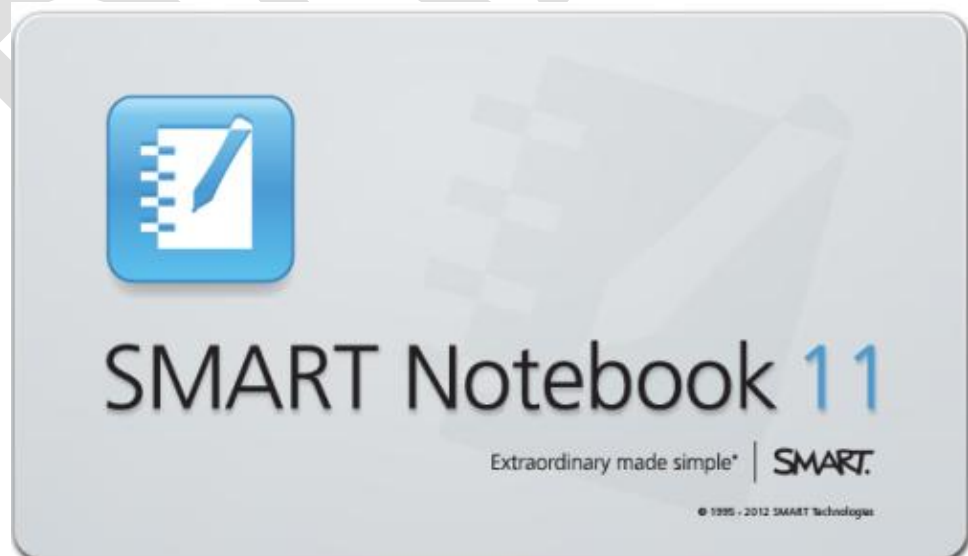
Solution 2: From the SMART Technologies **Control Panel** window, click the **Connection Wizard** link. Follow the steps in the SMART Connection Wizard window.

Solution 3: This solution should only be done if you have already tried Solution 1 and 2. **CAREFULLY** unplug the cable connected to the SMART Board and wait about ten seconds. **VERY CAREFULLY** plug the cable back into the SMART Board and wait a few seconds to see if the red light changes to green. You might need to reboot your computer as well.
















***Note:** If your SMART Board is plugged into a USB port on your computer, you can also try unplugging it at the computer instead of at the SMART Board.*















SMART Notebook






SMART Notebook is the software designed to be used in conjunction with the SMART Board. There are Windows and Mac operating system versions. For the most part, they are almost identical to each other. The following explains some of the basic features and resources for SMART Notebook 11 (Available Spring 2012).



Toolbar/Tools

	Move forward and back between pages.
	Adds a new blank page.
	Delete current page.
	Open existing SMART Notebook file from a location.
	Save.
	Paste
	Opens SMART Exchange website in browser window.
	Click on the arrow to open the View Screens options. These include, full page, transparent background, dual page display, page width, zoom.
	Undo or redo last action.
	Opens the screen capture tool. Can select full screen, window or specific content. This tool opens in a small separate window and can be used on any application or webpage.
	Computer must be connected to a SMART document camera for this to work. Displays document camera view onto SMART Notebook page.
	Delete selected object(s).
	Create a custom table.
	Screen shade tool. Creates a screen shade for that slide that can move up, down, left, right or any combination of these.
	Measurement tools. Tools include ruler, compass, protractor, and geodreieck.

	Show math tools. Only available with SMART Notebook Math Tools software. Provides a variety of tools such as a math symbols, ruler, protractor, compass, and graphing.
	Insert an Internet browser window into a SMART Notebook page. This tool allows you to browse the Internet without leaving SMART Notebook. This tool can be added to the toolbar by clicking on the settings icon on the toolbar.
	SMART Response tools.
	Pointer or selection tool.
	Insert customizable shape.
	Insert customizable polygon.
	Fill shape tool. This can be used with shapes created with the pen tool as well.
	This tool allows you to create and choose custom pen styles.
	When selected, opens a text box for entering text wherever clicked on page.
	Insert customizable lines/arrows.
	Customizable eraser tool.
	Create crayon-style drawings.
	Settings or Customize the toolbar icon. Clicking on this will open a window that you can use to customize the toolbar.
	Clicking on this will move the toolbar from the top to the bottom or from the bottom to the top of SMART Notebook.
The following tools are not found in the default toolbar but are available in the menus or by customizing the toolbar.	

	Erase contents of current page.
	Opens print window.
	Clone current page.
	Calligraphy pen. Create calligraphy style writing.
	Shape recognition tool. Will recognize and create the shape drawn. (ie. Square, rectangle, etc.)

New in SMART Notebook 11

Below are listed some of the new features of SMART Notebook 11.

- Irregular shape fill.
- Group and ungroup using shake gesture on SMART Board.
- Reset Page option.
- Use your own images for the Creative Pen tool.
- Customize pens to fade after a few seconds.
- Sound recorder option for objects (1 minute limit).
- Improved table formatting.
- Activity Builder.
- Browse any web page within SMART Notebook with the Internet browser tool.
- Improved text: nested bullets, hanging indents, adjustable line spacing, font previews.
- Crayon tool.

Gallery

The Gallery in SMART Notebook has a variety of objects for use with SMART Notebook. The types of objects available in the gallery include:

- Pictures

- Video
- Sound
- Animations
- Flash Simulations
- Activities
- Interactive Tools
- Games

The **Lesson Activity Toolkit** in the gallery has a number of useful objects that can easily be incorporated into a SMART Notebook page to make it more interactive and engaging. Some of these include:

- Anagrams, category sort, matching, note reveal, timelines, interactive dice, backgrounds, templates, random word/number chooser, multiple choice

To see what some of these objects do, look in the **Examples** folder in the **Lesson Activity Toolkit** folder in the Gallery.



Attachments

Teachers can attach files to a SMART Notebook document. To do this, click on the **Attachment** tab then click **Insert** at the bottom. You then have three choices:

Insert Copy of File – This will insert an actual copy of the file. If the SMART Notebook document is emailed or moved to another location, the attachment will go with it.

Insert Hyperlink – This will attach a link to website.

Insert Shortcut To File – This will only attach a shortcut to the file. If the SMART Notebook document is emailed or moved the attachment will not go with it.

To access the attachments, click on the **Attachments** tab then click on the attachment you wish to access.



Properties Tab

The **Properties** tab allows you to make a number of modifications to an object. Depending on the type of object selected, the following properties can be modified:

Fill effects - Colour, image, transparency

Line Style – Colour, thickness, style

Text Style – Font type, size, style

Object Animation – Animate an object a variety of ways (Fade, Spin, etc.)

Page Recording – Record action (and voice if using a USB microphone) on SMART Notebook page. Also allows you to play the recording.

The **Properties** of an object can also be accessed by right-clicking on an object and choosing **Properties...** from the menu.

Activity Builder Tab

Opening this tab and clicking on the **Activity Builder** icon will allow to create custom interactive activities on a page. To build an activity:

1. Select the object you want to be the activity object, and then click the **Edit** button.
2. In the **Objects** tab, drag objects to the appropriate areas to accept or reject them.
3. In the **Setting** tab, set how objects behave when accepted or rejected.

Saving and Exporting

You can export a SMART Notebook document to a variety of formats. However, none of these formats will include attachments and any animations, simulations or video will not work. Available exporting formats include:

- Web Page
- Image Files
- PDF
- CFF
- PowerPoint

Note: Exporting a SMART Notebook document as a PDF is a good way to share the document with parents and/or students. Emailing the document as a PDF will ensure that the parent or student can open the file at home since they most likely do not have SMART Notebook software available to them. There is a SMART Notebook SE (Student Edition) available for download from www.smarttech.com that will allow users to open a SMART Notebook file.

Inserting Objects and Video

You can add images, text, audio and video from other sources including the Internet onto a SMART Notebook page.

To insert an **image** from the Internet or other document, simply click-and-drag the image onto your SMART Notebook page or copy and paste the image onto the page.

To insert **text** from another document, simply copy and paste the text onto the SMART Notebook page.

The only type of **video** that can be inserted into a SMART Notebook page is flash video. These types of video have a file extension of “.flv”. Websites like www.keepvid.com enable you to download video from other sites (YouTube) into a variety of formats including flash video. Once downloaded, click on **Flash Video File...** from the **Insert** menu in SMART Notebook and choose the flash video file you wish to insert.

Note: Please be aware of copyright laws and policies when using content from other sources including the Internet.

Tips

At any time, you can access the SMART Notebook tutorial file by clicking on **Tutorial** from the **Help** menu in SMART Notebook.

Erase with circle tap – draw a circle with the eraser then tap the center of the circle to erase everything inside the circle.

Group objects – Click and drag with your finger to select multiple objects then using your finger press inside one of the selected objects and shake your finger back and forth to group the objects together.

Flick object – flick an object in SMART Notebook on the SMART Board and it will bounce around the Notebook page.

Page swipe – Swipe your finger from right-to-left across a blank space on the Notebook page to move to the next page.

Resources

Below are some resources for SMART Notebook.

Division Shared - In the Red Deer Catholic Division Shared folder is a folder called SMART Board Lessons. This folder contains a number of lessons created and shared by other Red Deer Catholic teachers.

SMART Exchange – On the SMART Exchange website is a variety of lessons created and shared by other educators that can be searched by subject, grade and curriculum.

<http://exchange.smarttech.com/>

Harvey's Home Page – This website was created by an educator who has used SMART Notebook extensively and creatively. He provides a number of creative examples and lesson for download.

http://harveyshomepage.com/Harveys_Homepage/Welcome.html

YouTube – There are a variety of SMART Notebook tutorials available on YouTube. Simply search for “SMART Notebook Tutorials”.

smarttech.com/training – Additional help, tutorials or training are available on this site.

Read & Write Gold

Read & Write Gold is an easy-to-use, customizable toolbar that allows students to work independently. The toolbar easily integrates with Microsoft Word, Internet Explorer, and Adobe Reader allowing access to support tools. The version of Read & Write Gold available in our school division is for Windows-based computers only.



Start Read & Write Gold













To start Read & Write Gold, double-click on the **Read & Write Gold 10** icon on the desktop or select it from the Start menu. It will take a few seconds to a minute for it to load. Once loaded, the Read & Write Gold (RWG) toolbar will appear on the screen. This toolbar can be moved to the top or side of the computer screen. Once RWG is loaded, you can continue to use any other programs on the computer normally.









Toolbar/Functions

To use RWG, all you need to do is open the document or website you wish to use the program with. Then click on the tool from the RWG toolbar you wish to use.

The following is a list of the different functions on the RWG toolbar and what each one does.

ICON	NAME	DESCRIPTION
	Phonetic Spell Checker	Click this button when you have selected the text you wish to spell check. Press Play on the main toolbar to read the dictionary definition aloud. Use the small arrow button to open options.
	Word Prediction	Click this button to open or close the word prediction window. Start typing and words will be predicted. Use the small arrow button to open options.
	Dictionary	Click this button when you have selected a word to look up in the dictionary. Alternatively, click the button before selecting a word, then type the word into the text box. Definitions can be read aloud by clicking Play.
	Picture Dictionary	Click on the Picture Dictionary icon and then select a word. An image of the word will be displayed. Click on the dictionary link to get a text definition of the word. Note: You must be online to use this feature.
	Word Wizard	Click this button to search for alternative words and associated information.
	Sounds Like and Confusable	Click this button to display and help you choose between same sounding and confusable words. Definitions can be read aloud by clicking Play. Use

	Words	the small arrow button to open options.
	Verb Checker	Click this button to see conjugation options for a selected verb. Click Play to hear them read aloud.
	Calculator	Click on this button to open the calculator. You can have your calculations read aloud. Use the small arrow button to change calculator.
	Rewind	Click this button to have the previous word, sentence or paragraph spoken to you.
	Play	Place your cursor where you wish the text to be spoken. Click this button to hear it read aloud. Use the small arrow button to open options.
	Pause	Click this button if you wish to have any current speech paused. Resume with another click.
	Forward	Click this button to have the next word, sentence, or paragraph spoken to you.
	Stop	Click this button to stop any speech.
	Screenshot Reader	Click this button and drag the mouse over any inaccessible text you wish to read e.g. locked PDFs or inaccessible flash.
	Speech Maker	Select a piece of text, then click this button to convert the text into a sound file e.g. MP3. A wizard will guide you through the conversion process.
	Daisy Reader	Click this button and then browse to the Daisy book you wish to hear read aloud.
	Pronunciation Tutor	Click on this button to show the Pronunciation Tutor. Words are pronounced and syllables displayed.
	Scan	Click this button to OCR/Scan a paper document to PDF, Word or HTML format. Use the small arrow button to open options.

	Fact Finder	Click this button to do a quick web search directly from your Windows applications. Use the small arrow button to open options.
	Fact Folder	Select information you wish to store, then click this button and complete the dialogue box. The web address is automatically saved.
	Fact Mapper	Click this button to create a visual representation of facts and ideas on screen. Note: You must be online to use this feature.
	Screen Masking	Click this button to tint or mask sections of the window. Use the small arrow button to change the options.
	Speech Input	This tool allows you to easily create documents by dictating into a microphone connected to your computer.
	Translator	Click this button to open the single word translator, then select a word from a document, website or email to have it translated. The Paragraph translation option in the dropdown menu allows you to select whole paragraphs to translate into the language of your choice. Note: You must be online to use this feature.
	PDF Aloud	Click this button to launch Adobe Reader. Open your PDF document. On the PDF Aloud toolbar, (located in Tools/plugin in Adobe 10) select 'click & speak'. Use the small arrow button to open options.
	Options	Click here to toggle through the different toolbars. Use the small arrow button to change the options.





To move or undock the toolbar from the top or side of the computer screen, click on the **Anchor** icon on the toolbar.


Reading a Word document

If not already done, start Read & Write Gold.

Step 1: Open a Word document.

Step 2: Place the cursor at the beginning of the text you would like to read.

Step 3: Click the **Play**  button on the Read & Write Gold toolbar. To stop reading, click the **Stop**  button.



***Note:** By clicking on the arrow next to the **Play**  button and choosing **Speech Options...**, you can choose different voices and change the pitch, speed, volume and word pause.*


Reading a Web Page

If not already done, start Read & Write Gold.

Step 1: Open a web page.


Step 2: Select the text you would like to read.

Step 3: Click the **Play**  button on the RWG toolbar to start reading the text. To stop reading, click the **Stop**  button.

Step 4: Alternatively, click the down arrow beside the **Play**  button and select **Web Highlighting**. Hover the cursor over the text that you wish to have read aloud.

Reading a PDF

If not already done, start Read & Write Gold.


Step 1: Click on the **PDF Aloud**  button on the RWG toolbar to open a PDF document. Browse for the file you would like to read.

Step 2: If reading a PDF file in Adobe 9, the PDF file will open with the PDF Aloud toolbar displayed. Use the toolbar to read the text.

Step 3: If reading a PDF file in Adobe X, the PDF file will open but the PDF Aloud tools will not automatically display. To access the PDF Aloud tools, click on the **Tools** or **Extended** tab in Adobe Reader then **PDFAloud toolbar**. Use the buttons in the PDF Aloud toolbar and not the buttons on the RWG toolbar to read the text.

Using the Picture Dictionary

The picture dictionary is a useful tool for English as a Second Language learners. Instead of words, the picture dictionary uses images to explain the meaning of a word.

Step 1: Double-click or select a word in a Word document or on a web page and click the **Picture Dictionary**  button. The Picture Dictionary window will open with the associated images. This can sometimes take a few seconds to open and retrieve the images.

Step 2: Click the link (word) in the Picture Dictionary window to see a text definition of the word.

Read & Write Gold Web App (iPad)

Read & Write Gold Web App is an application that works with the iPad. This application requires you to input the following username and password:

Username: Rdcrdg39

Password: Redcath2012

Click on the following link and enter the above username and password for installation instructions for the Read & Write Gold Web App for the iPad.

<http://apps.texthelp.com/App/rwwInstallInst>

PowerTeacher/PowerSchool

PowerTeacher/PowerSchool is the student information system (SIS) used by Red Deer Catholic Regional Schools. Teachers can take attendance, look-up student information, print reports and manage grades in this program.

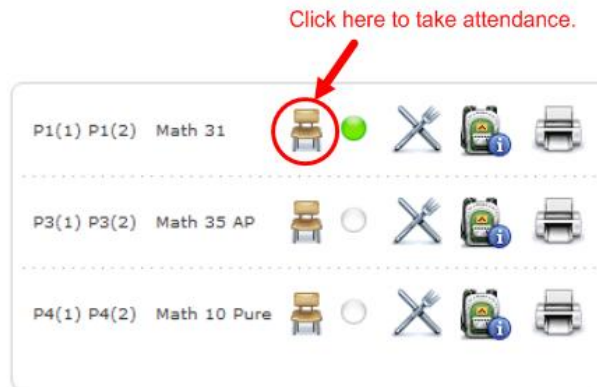
Attendance

Step 1: Login to PowerTeacher (<https://bert.rdcrd.ab.ca/teachers/pw.html>)

- Your login will be the same as your computer login.

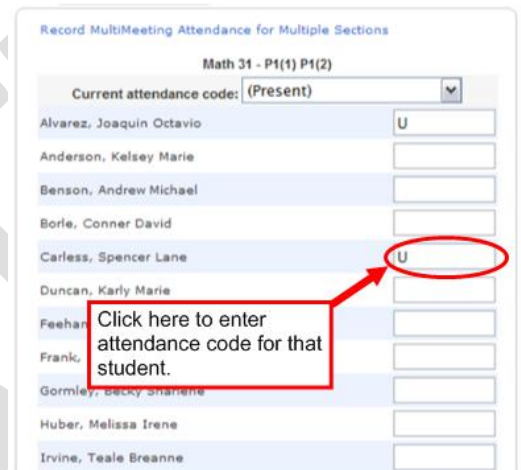
Step 2: Click on the attendance icon for the class you want to take attendance for on the homepage.





Step 3: In the attendance window, the default is **Present** (will show up as a blank). Choose an attendance code and then click on the blank next to student(s) that it applies to. (Example: Left Early, Tardy). This is not a daily attendance but a per class attendance. You can go back and make changes after you have submitted your attendance.

***Do not forget to click **Submit**.



Gradebook

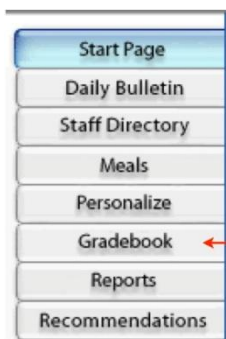
Gradebook is the part of PowerTeacher used by teachers to manage classes and grades.

Accessing Gradebook

Step 1: Login to PowerTeacher (<https://bert.rdcrd.ab.ca/teachers/pw.html>)

- Your login will be the same as your computer login.

Step 2: Click on **Gradebook** from the menu on the left. You will then need to scroll down and click on the **Launch Gradebook** button (a shortcut to avoid having to click on the Launch Gradebook button is to click on the “arrow” next to Gradebook from the menu on the left). Only click once! It might take a few seconds to load Gradebook.



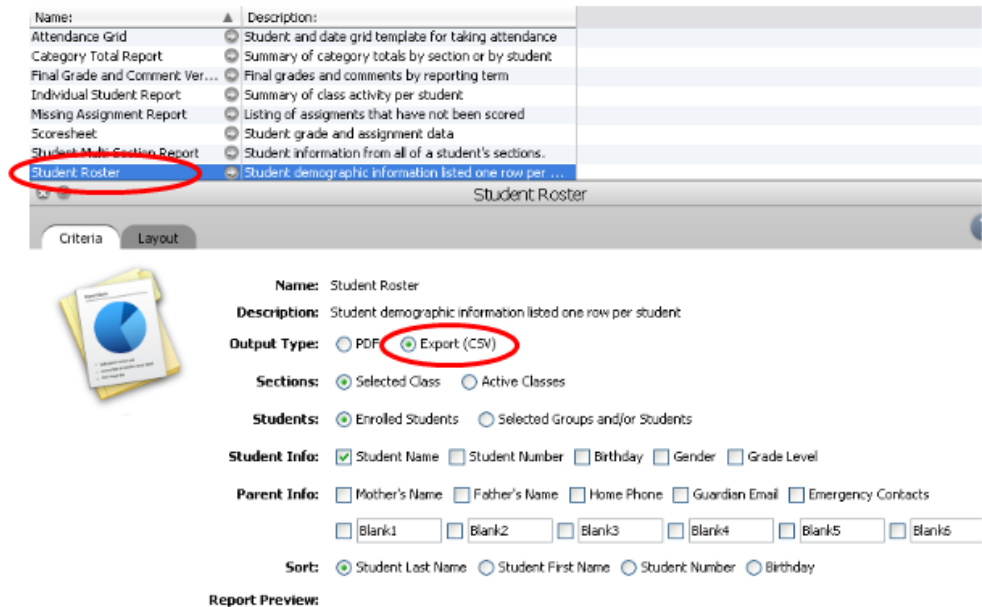
Exporting a Class Roster

Step 1: From Gradebook, click on the **Reports** icon at the top of the screen .



Reports

Step 2: Double-click on **Student Roster** and make the following changes to the Student Roster window.



The screenshot shows the 'Student Roster' report configuration window. The left sidebar lists various reports, with 'Student Roster' highlighted. The main configuration area includes the following settings:

- Name:** Student Roster
- Description:** Student demographic information listed one row per student
- Output Type:** ☒ Export (CSV) (highlighted with a red circle), ☐ PDF
- Sections:** ☒ Selected Class, ☐ Active Classes
- Students:** ☒ Enrolled Students, ☐ Selected Groups and/or Students
- Student Info:** ☒ Student Name, ☐ Student Number, ☐ Birthday, ☐ Gender, ☐ Grade Level
- Parent Info:** ☐ Mother's Name, ☐ Father's Name, ☐ Home Phone, ☐ Guardian Email, ☐ Emergency Contacts
- Sort:** ☒ Student Last Name, ☐ Student First Name, ☐ Student Number, ☐ Birthday

Report Preview:

Click on **Run Report**. A “Report Complete” window will open. Select **Open Report** and click **OK**. The class roster will open in Microsoft Excel. Change the width of the assignment columns and the height of the row above the student names and add borders to the cells. Save the file so that you can make changes or print copies at any time. (Please see **Class Roster Sample** in the appendix).

Gradebook Preferences

In Gradebook, click on **Preferences** from the **Tools** menu.

Step 1: Click on the **Grading** tab. Check with your school administration/grade team/curricular team as to which settings you should choose.

Step 2: Click on the **Score Codes** tab. Add any custom scores you would like to use. Keep in mind these scores will not appear on a report card or in the parent or student Quick Lookup screen online.

Step 3: Click on the **Section** tab. Select the **Section Number** and **Custom Display Name** options. It is also recommended that you choose **Course Name** in the **Sort By:** dropdown box.

Class Content

Step 1: In Gradebook, choose a course from the menu on the left, then click on the **Class Content** tab.

Step 2: Input any necessary information in the Class Content window. Based on the settings adjusted in the **Gradebook Setup** section above, any text you enter into the **Custom Display Name** box will appear as the course name in the left menu.

The following instructions will show you how to input categories, assignments, and grades. It is important that categories are inputted prior to inputting assignments and/or grades.

Categories

Step 1: In Gradebook, click on the + symbol in the **Categories** window at the bottom left of the screen.

Step 2: Type in a name for your category (limit 50 characters), an abbreviation, and a description for the category. You can also select a coloured icon associated with that category. The **Points Possible** is used as a default total points for any assignments linked to this outcome. However, the assignment total points can be changed when you add an assignment. Once finished, click **OK**.

Step 3: Complete Steps 1 and 2 for any and all categories you want for this course.

Grade Setup

After you have created categories, you will need to setup your courses to properly calculate final grades. The following instructions explain how to do this.

Step 1: In **Gradebook**, choose a class from the list at the top-left of the window.

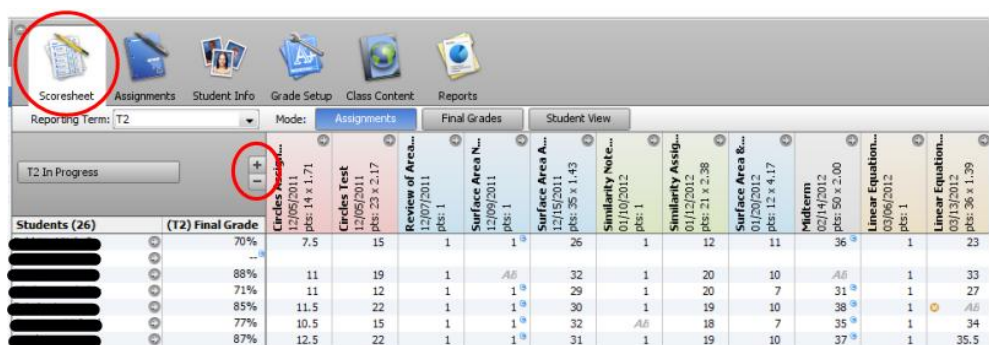
Step 2: Click on the **Grade Setup** icon at the top of the screen.

Step 3: At this point, you will need to check with your curriculum head, grade team or administration on how you want to calculate final grades for your courses. Typically, elementary and middle schools use **Term Weights** for **Y1** and **Category weights** for **T1, T2, and T3**. High schools typically use **Category weights** for **S1, S2, Q1, Q2, Q3, and Q4**.

Assignments

Step 1: Click on the **Scoresheet** icon at the top of the screen.

Step 2: Click on the + sign at the top of the window just above the final grade column.



Step 3: Complete all the information related to that assignment. You will also need to select a category that is associated with that assignment. Click **Save** when finished.

Step 4: You can now add grades associated with that assignment for each student from the **Scoresheet** window.

*Right-clicking on a cell under in an assignment column will allow you to choose custom scores and add comments for that student and assignment.

**Once you enter marks into Gradebook, parents and students can see them online through the public portal or parent and student apps.

Comments

Step 1: In the **Scoresheet** window in **Gradebook**, choose the **Reporting Term** under the **Scoresheet** icon that you wish to enter general comments for.

Step 2: Right-click in the cell under **Final Grade** next to the student you wish to enter a comment for. Choose **Score Inspector**.

Step 3: In the comment box, enter a general comment for that student for that term. As soon as the comment is entered and the window is closed, parents and students will be able to view that comment online. This is also the comment that will appear on the report card.

eLuminate

eLuminate is the program used by the elementary schools for reporting to parents. At this time, the program is used for creating an outcome-based report card but does not have grade recording or parent access ability.

Logging in to eLuminate

To login to eLuminate you will need a username and password. If you do not have one, talk to your school secretary to retrieve it. You should then receive an email with your username and randomly generated password.

Once you have your username and password, go to:


<https://rdcrd.eluminate.ca/>

Input your username and password and click the **Log In** button.

Building Your Key Learner Outcome Plans

One of the first things you need to do is create your key learner outcome plan for each subject.

Step 1: From the home screen in eLuminate, click on the **My Account** link and then choose **Key Learner Outcome Year Plan**.

Step 2: Choose the appropriate grade and subject area from the drop-down menus. Then click the  **add klo** button. A new set of tools and a text field will be displayed.

Step 3: Select the **Grade**, **General Outcome**, **Specific Outcome** and **Key Learner Outcome** from the drop down menus. Click  **OK**.

Step 4: Repeat steps 1-3 until you have added all the outcomes for the subject selected.

IMPORTANT: SAVE YOUR WORK! 

Step 5: Once you have saved your work, you can change the reporting period or the subject area and continue to build the plan.


As you build your plans, the display at the top of the window updates to reflect which plans have been created.


IMPORTANT: SAVE YOUR WORK! 

Building Your Report Card

Once you have built your key learner outcome plans, you can begin building your report card. Building your report card will push all the key learner outcomes for each subject into the appropriate sections of the report card. Please keep in mind

that once a report card has been built for a term, changes can only be made directly in the report card.

Step 1: Once you have completed the Key Learner Outcome Plan for all the subjects, click on the **build**  button at the bottom of the window.



Step 2: Choose the reporting period (term) you wish to build a report card for and click the **build**  button. A window will appear asking “Build Report Cards?” Click **OK**.

Editing the Report Card

Return to the home screen by clicking on **My Student** at the top of the screen.

Step 1: Click on the **Report Card** link and select the student whose report card you wish to edit.

Note: You can modify the term report card for all students or for the selected student.


Step 2: Clicking on the **binocular** tool activates the KLO search tool if you wish to change the KLO you selected in your plan. The **copy**  tool will copy the KLO to all students or to selected students. The **delete**  icon will delete the KLO from all students or from selected students.

Adding Assessments for Students


Program: At the top of each subject screen there is a **Program** menu. If you have a student on a specialized program you must indicate it using this menu on each subject area that the student is receiving specialized programming.

Level of Achievement: After each KLO text field, there is a **Level of Achievement** menu. Select the achievement for the KLO for the student in that subject area.

Effort: Immediately following the KLO fields is also an **Effort** menu. Click and choose the appropriate level for the student.

Comments: Comment boxes are available in all subject areas for each student and should reflect academic achievement in relation to the KLO's selected. Comments that are common to all students should be composed first then copied to the rest of the class using the **copy**  tool.

Homeroom and Growth as a Learner











If you are a homeroom teacher, you will have access to the **Growth as a Learner** section. The Key Learner Outcomes in this section are the same for all students in all schools. The Achievement Level is selected for each outcome using the drop-down menus. The comment box is where the teacher will comment on a student's behaviours and study/work habits. You have a **copy**  feature here as well.

Spell Check

The spell check can be run in the KLO plan or once the Report Card is built. It operates in a similar fashion to the one found in Microsoft Word.

Inputting Attendance

Step 1: To input attendance, log in and click the **Attendance** link in the menu bar. The attendance page is displayed.

Student 3814, Joseph Victor		Student Information	Report Card	Attendance	Print
Reporting Period: Term 1					
EDIT	STUDENT	ATTENDANCE			
	04 - Student 3814, Joseph Victor	2 Absences 0 Lates			
	04 - Student 3815, Natalia	1 Absences 1 Lates			
	04 - Student 3816, Sara Abigail	9 Absences 0 Lates			
	04 - Student 3817, Noah James	-			
	04 - Student 3819, Cassidy Andrea	-			
	04 - Student 3820, Maya Lynn	-			
	04 - Student 500, Hunter	-			
	04 - Student 503, Christopher	-			
	04 - Student 507, Alexandra	-			
	04 - Student 508, Tristan	-			

Note: Students whose names are crossed out in the list are inactive. These students have left the current school. However, they may still receive report cards. Therefore, it is possible to enter attendance data for them.

Step 2: To edit an attendance record for a student, click the pencil beside his or her name.

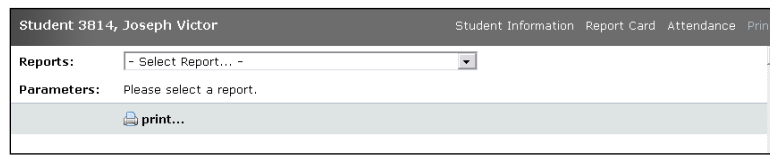
Step 3: Enter the number of absences and lates for the student.

Step 4: Click the save icon.

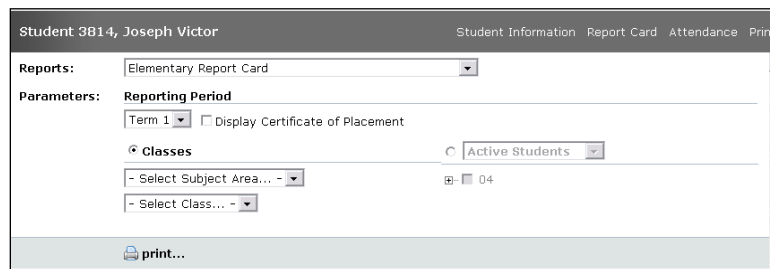
Note: *It is recommended that the homeroom teacher enter attendance information for their students.*

Printing

Step 1: To access the print interface, click **Print** in the menu bar. The print interface page is displayed.



Step 2: Select the report that you would like to print from the report drop down list. Parameters specific to the report are displayed.



Step 3: Select the appropriate parameters to filter the results of the report request, then click **print**.

Student 3814, Joseph Victor Student Information Report Card Attendance Print

Reports: Elementary Report Card

Parameters:

Reporting Period

Term 1 ☐ Display Certificate of Placement

Classes Active Students

English Language Arts
 - Select Subject Area...
 English Language Arts
 French Language Arts
 Health
 Homeroom
 Math
 Music
 Physical Education
 Religious Studies
 Science
 Social Studies

04

The report is created as a PDF file, so that it can be printed.

Parameters for the Report Card Report:

Term	This field gets its data from the location reporting period configuration. Select the reporting period for which you would like to print one or more report cards.
Display Certificate of Placement	Displays promotion to the next grade section on the report card
Classes	<p>Select this option if you would like to print class sets of report cards</p> <ul style="list-style-type: none"> - Subject (prints report cards for a given subject) - Class (prints report cards for a given class)
Active Students/ Inactive Students	<p>Select this option, then the Active or Inactive Students item in the drop down list to gain access to print reports for specific students.</p> <ul style="list-style-type: none"> - A list of students available to print is displayed.

Appendix

CLASS ROSTER SAMPLE														
Math 9-4														
Student Name														
Asmith, John														
Brown, Cindy														
Blue, Ryley														
Black, Madison														
Crayon, Nathan														
East, Marissa														
Freeze, Rae														
Gray, Hailey														
Grey, Joshua														
Hue, Tyler														
Indigo, Andrew														
June, Keagan														
Maroon, Hunter														
Pink, Shaun														
Purple, Keith														
Red, Jefre Jose														
Rose, Samuel														
Smith, Andrew														
Violet, Cole														

Total:															
Type:															